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ABSTRACT

This annual report is an evaluation of an adult basic education teacher training project at California State University in Fullerton in which 5 core courses and 10 elective mini-courses were offered to 25 participants who would eventually be certified as instructors and to interested inservice personnel in Orange County and adjacent areas. The principal thrust of the project was to offer practical courses in methodology of instruction appropriate to the needs of adults with limited English-speaking ability and to those who are economically and/or socially disadvantaged. Chapter 1 describes the model for the program evaluation. Chapter 2 describes the overall plan for the project, including a brief assessment of its accomplishments as of the date of presentation of the interim evaluation report, January 15, 1976. Chapter 3 describes the program in action. Descriptions of core courses are given in detail along with analyses of the relationship of topics and other course components to the potential accomplishment of course objectives. Specific recommendations are made in this chapter. Chapter 4 focuses on presentation and analysis of statistical data to discern the outcomes of the project based on 26 competencies which were designated as the specific goals of the project. Conclusions indicate that based on assessments of competencies at the beginning and the end, 22 of the 23 students who completed the program successfully attained the criterion level of performance. The appendix contains an illustrative course evaluation questionnaire, competency self-assessment scale, attitude scale, and instructor and course evaluation forms. (WL)

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TEACHER TRAINING PROJECT IN ADULT BASIC EDUCATION

Institute for Reading

California State University, Fullerton

September 1975 through August 1976

Funded through the California State Department of Education by the United States Office of Education, Department of Health, Education and Welfare (Public Law 91-230, Section 309, as amended)

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CE 008 119

EVALUATION REPORT

THE TEACHER TRAINING PROJECT IN ADULT BASIC EDUCATION

CALIFORNIA STATE UNIVERSITY, FULLERTON

Dr. Morris G. Sica

September, 1976

CE 008 719

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SUMMARY OF THE REPORT

The Teacher Training Project in Adult Basic Education is designed to meet the special needs of teachers in Orange County and adjacent areas, but the ultimate goal is to improve instruction throughout California as well. Core courses and electives were offered for 25 participants who would eventually be certified as instructors in ABE programs. In addition, in-service courses were open to all persons who were interested in this field. The program was developed and established with the advice, cooperation, and active participation of a variety of community agencies. Hence, although the program was officially based at California State University, Fullerton, in actuality it worked out and functioned within the setting of the broader community. The model for the program evaluation is described in Chapter I.

The overall plan for the project is described in Chapter II. On pages 7 and 8 of that chapter, the reader will find a brief assessment of its accomplishments as of the date of presentation of the interim evaluation report, January 15, 1976. It was reported then, that (1) the program was successfully established and was functioning smoothly; (2) instructional needs which were identified were being satisfied through appropriate course offerings; (3) the issues and problems which arose were being coped with through appropriate program modifications.

Chapter III describes the ABE program in action. Descriptions of core courses are given in detail along with analyses of the relationship of topics and other course components to the potential accomplishment of course objectives. On the basis of evidence derived from examining the course outlines developed by the instructors, one may judge that each course is indeed a viable

instructional medium. For most of the courses, the internal consistency of course elements was also examined from the point of view of students who participated in the program. In almost every course, virtually all responses were positive: students attested to the viability of the courses and the majority indicated that they actually implemented learnings and skills derived from these courses within their ABE courses. The voluminous anecdotal data offered by students was generally positive and contained helpful suggestions for course and program improvement for the following year. Specific recommendations have been made at appropriate places in this chapter.

Chapter IV focuses on presentation and analysis of statistical data to discern the outcomes of the project. This important set of outcomes was comprised of twenty-six competencies which were designated as the specific goals of the project. Assessments of competencies at the beginning and the end of the project were made, and based on the student self-ratings, it is judged that substantial gains were made toward attainment of the twenty-six competencies. The participant self-ratings of achievement of competencies was also used to determine the degree to which students found the program to be personally and professionally valuable. Twenty-two of the twenty-three students who completed the program successfully attained the criterion level of performance. In three of the four core courses where pre and post tests were given by instructors, the group made substantial gains in average scores. The staff also made judgments concerning the degree to which students attained the several competencies. In their judgment, most participants who completed the program successfully achieved the criterion level of performance.

When students were asked to rate designated courses with respect to their respective contribution of knowledge or skill, enthusiasm for the field, and personal and professional value, all of the courses were rated highly. In

addition, students were asked to indicate their feelings about designated core and mini courses. The participants reported highly positive feelings towards all of the designated courses. Student opinions about the value of speakers, resource persons, films and materials were also requested. Of the fourteen educational experiences which were evaluated, thirteen were rated as favorable.

At appropriate points in the report specific recommendations have been made which the staff may wish to review. In addition, two general recommendations are offered for consideration. It is suggested that:

1. The project staff meet as a group to discuss the project, overall as it is outlined in this document in order to see it as a total entity.
2. The staff review the anecdotal information supplied by the participants and weigh their implications for possible action.

* * *

The successful completion of this project could only have come about through the hard work and cooperative efforts of the members of a staff who are highly dedicated to their professional responsibilities as educators. It appears that a portion of this professional commitment may also have been absorbed by their students. One concomitant side effect of the project is the high degree of professionalism as trainers of teachers which seems to have been generated among the participants. Virtually all have voluntarily indicated ways in which they might assist in the program for the following year and have expressed their readiness to perform a professional teacher education role.

PERSONNEL

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CHAPTER I

A MODEL FOR PROGRAM MONITORING

ANALYSIS AND EVALUATION

The program of the Teacher Training Project in Adult Basic Education was a unique endeavor to meet the instructional needs of persons who teach adults. This is a broad new field in which theory, practice and assessment procedures have not yet matured to an advanced stage. Hence, in the establishment of this program several unusual conditions were evident; specific objectives had to be formulated, courses had to be developed, participants were recruited and the program was put into operation under severe time restraints. Nevertheless, the staff worked diligently and met all deadlines, including those imposed by university administrative requirements.

The evaluation scheme had to recognize the limitations which were set by time, resources, staff and participant recruitment and the several innovative aspects of the program. Therefore, it concerned itself primarily with expectations which could reasonably be accomplished in one year. In addition, evaluation procedures sought to follow a pattern that must be utilized in other projects of a similar nature where there are no standardized tests available and no way of making a comparative field of study under controlled conditions. The evaluation problem, then, was twofold:

1. To identify and describe the nature of the program that was designed and implemented.
2. To determine the degree to which stated objectives were achieved.

A simple plan which was employed in monitoring and analyzing the results

of the project enabled the entire professional staff, students, consultants and representatives of outside agencies to become involved in the assessment of three aspects of the program:

1. Input program plans, consisting of the identification of needs, formulations of objectives and competencies, development of courses, materials and fieldwork activities, and the utilization of personnel, facilities and community resources.

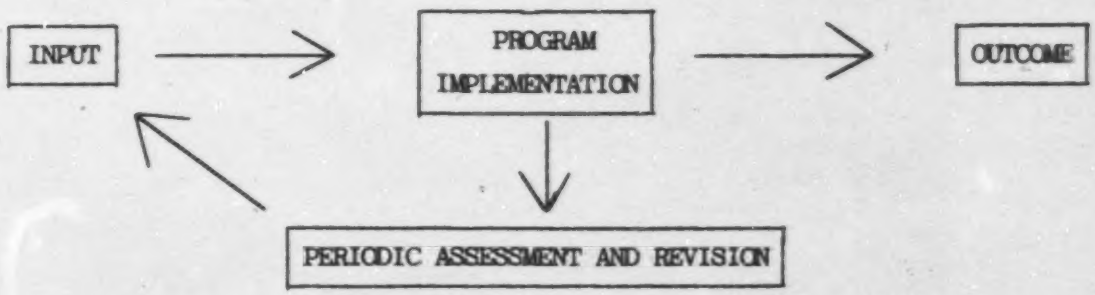
2. Program implementation, consisting of what actually took place in the university classrooms and the fieldwork centers: the sets of activities, experiences, materials, resources and procedures employed in the training of teachers.

3. Outcomes, consisting of statistical and other evidence of growth toward objectives: the impact of the training program on the teachers.

Each semester was considered as an assessment period: the Fall of 1975, the Spring of 1976 and the Summer of 1976 but there were just two formal cycles of evolution. Since there were three assessment periods, a fourth component was added to the model.

4. Assessment of procedures, activities and materials as they are formed, implemented in the program, and subsequently accepted, revised, or rejected in the light of experience.

The model may be presented in the form of a diagram:



The acceptance of the basic evaluation model established the framework within which specific assessment tasks were set. These activities are given in Chapters II, III and IV.

CHAPTER II

DESCRIPTION AND ASSESSMENT OF PROJECT COMPONENTS

A. Basic elements of the project

1. Training needs

The major assessment of training needs in ABE was accomplished prior to the funding of the project by surveying administrators, supervisors and teachers, but additional requirements were identified after its implementation. The principal training needs which the project seeks to serve are given below.

a. Principles of adult basic education (learning principles related to adult learners, qualities of successful ABE teachers).

b. Methods and techniques in adult basic education (for traditional schools, occupation and manpower programs, etc.).

c. The adult basic education student—life styles and coping skills (especially culturally different and linguistically different students).

d. Teaching ESL (including teaching manpower—vocational—ESL).

e. Teaching basic math skills to adults.

f. Teaching reading to adults (assessment, methods and materials; functional level and developmental level).

g. Fieldwork in teaching ABE to adults (applying knowledge by working in tutorial situation in field).

h. Teaching reading to the exceptional adult (handicapped, linguistically different).

i. Teaching GED.

j. Establishing adult learning centers.

k. Bilingual teaching and the adult.

l. Teaching consumer education.

m. Teaching jobology (how to get and keep a job).

n. Leadership skills for the adult and group dynamics.

o. Conducting research in basic adult education (designing and conducting much-needed research; knowledge of resources).

p. Teaching reading to the illiterate in his native language.

On the basis of the needs which were identified, core courses and mini courses were then developed. These courses are described later in the report.

2. Broad goals and outcomes

Although the project was originally designed to meet the training needs of ABE teachers in Orange County, it was modified at the request of the State Department of Education to include the areas of Los Angeles and Long Beach as well. There are two dimensions to the program:

a. Core courses and electives for 25 participants who were to be certified in ABE. The principle thrust of the project was to offer practical courses in methodology of instruction appropriate to the needs of adults with limited English-speaking ability and to those who are economically and/or socially disadvantaged. To make the training available to teachers, a substantial portion of the budget was allocated to payment of both the cost of books and the total fee for core courses and electives for the participants.

b. In-service courses which were open to all persons interested in ABE. For those persons working in approved ABE centers, the grant paid two-thirds of the registration fee.

3. Structuring the project

a. Staff recruitment

Experienced faculty from the School of Education were available and were recruited prior to the funding of the project on a tentative basis. Therefore, when the grant agreement was consummated, planning was immediately intensified. Additional teaching faculty were recruited from among experienced teachers and leaders in the field of ABE and they served as a vital link with the ongoing community program.

b. Course development, schedule and facilities

Courses were developed and offered during four time periods: the Fall of 1975, Intersession 1976, Spring of 1976 and Summer of 1976. The schedule of offerings and their locations is given below:

FALL, 1975

ED-R 592	Principles and Methods of ABE	(3 units)
ED-R 592A	Teaching English as a Second Language to Adults	(3 units)
ED-R X506A	Materials and Techniques in Teaching Consumer Education to Adults	(1 unit)
ED-R X506B	Materials and Techniques in Teaching Computational Skills to Adults	(1 unit)

ED-R X506C Establishing Adult Learning Centers (1 unit)

Satisfactory facilities were found for all courses at California State University, Fullerton but in order to make the learning setting more realistic arrangements were made to schedule classes at adult community schools. For example, ED-R X506C was scheduled at the Learning Resource Center at CSUF for one Saturday and at the Central City Occupational Center in Los Angeles on the second Saturday. Because of time constraints in publicizing the mini course ED-R X506B, the course was dropped as there was not sufficient enrollment.

INTERSESSION, JANUARY 1976

ED-R X506F	Leadership Skills and Group Dynamics for the Adult Offered at CSUF	(1 unit)
ED-R X506B	Materials and Techniques in Teaching Computational Skills to Adults Offered at the Alamitos Adult Center Garden Grove	(1 unit)
ED-R X506C	Establishing Adult Learning Centers Offered at CSUF and the Los Angeles Central City Occupational Center	(1 unit)

SPRING, 1976

ED-R 592B	The Adult Basic Education Student: Life Styles and Coping Skills Offered at CSUF	(3 units)
ED-R 592C	Teaching Reading to the ABE Student Offered at CSUF	(3 units)
ED-R X506E	Research in ABE Offered at CSUF	(1 unit)
ED-R X506H	ABE Institute: Utilizing Performance Objectives in Teaching the Adult Offered at the Orange Adult Learning Center Orange	(1 unit)
ED-R X506A	Materials and Techniques in Teaching Consumer Education to Adults Offered at CSUF	(1 unit)
ED-R X506D	Teaching Reading to the Exceptional Adult Offered at the La Mirada Adult Center La Mirada	(1 unit)

SUMMER SESSION, 1976

ED-R 592D	Fieldwork in Adult Basic Education Offered at the Alamitos Adult Center Garden Grove	(3 units)

ED-R X506K	ABE Institute: Administration and and Counseling in ABE Offered at the East Los Angeles Skill Center Monterey Park	(1 unit)
ED-R X506G	Materials and Techniques in Teaching GED Offered at the Chester Adult Center Compton	(1 unit)
ED-R X506J	Bilingual Teaching in ABE Offered at CSUF	(1 unit)

c. Selection of participants and biographical data

Dissemination of information about the project was accomplished through flyers, brochures, news releases, letters to professional organizations, and personal contacts. Forty-one applications were filed. In selecting the candidates, all 41 applications were reviewed by the project director, the project faculty, and the coordinator of the Institute for Reading. Participants were selected on the basis of the following criteria: possession of the Baccalaureate Degree, experience in an ABE program, background and quality of experience and leadership potential.

Twenty-seven persons who were accepted into the program completed enrollment into the University for post-baccalaureate studies and started taking courses. They came from a wide geographical area and represented 12 school districts, including: Los Angeles Unified, Compton, Huntington Beach, Santa Ana, Garden Grove, South Bay, Corona, Montebello and Alhambra. Included were persons working in regular adult schools, occupational centers and rehabilitation facilities. There were 9 male and 18 female students. The ethnic composition of the participants was: 4 Mexican-American, 1 other Latin, 6 Black, 1 Lebanese, 1 Asian, and 14 Anglo Americans. Thirteen had Master's degrees or were candidates for Master's degrees in other fields.

d. Coordination with community agencies

The development of the project was accomplished through coordination and cooperation with several community agencies. The Presidents of two sister campuses of the California State University at Long Beach and at Los Angeles gave permission to recruit participants in their respective student attendance areas. Administrators and teachers in adult education programs responded to the questionnaire which assisted the project director in identifying ABE teacher training needs. Administrators of Adult Education and Community Centers in Orange and Los Angeles Counties have offered their facilities for scheduling classes and for fieldwork. Presentations on ABE have been made by the project staff at meetings of professional organizations. In this last respect, most participants of the ABE program have joined the California Council for Adult Education, and participants served on the program of the CCAE South Coast Section annual convention.

One of the most important ways of ensuring the professional assistance and cooperation of a variety of adult educators in community agencies was through the formation of an Advisory Committee to the ABE Teacher Training Project. The 10 member committee perceived that its principle function was to advise the project director in matters relating to program objectives and implementation. At its meetings of September 10, 1975 and January 7, 1976 the committee gave consideration to the goal of working with the University to establish a full graduate program in ABE leading to the Master's degree. At the meeting of January 7, 1976, it was generally agreed that the project director and advisory committee should be concerned primarily with establishing a quality program. The advisory committee would support the development of a Master's degree by the university. The project director has convened meetings with representatives of several groups to develop a Master's degree program. Meetings involved School of Education faculty and Dean Robert T. Stout; the Director of the University Continuing Education program; and Dr. Roger Axford, Consultant in Adult Education from Arizona State University.

B. Assessment of project elements

1. Identification of issues, problems and subsequent program modifications

a. Instructional

A survey among participants at the beginning of the program revealed that they expressed the following course needs:

1. Teaching reading to adults who are illiterate in their own language.

2. Administration and counseling of the ABE student.

3. Writing objectives in terms of behavior.

Program modifications to meet these needs have already been made.

b. Mini course publicity

In order to compensate for the low enrollment in courses ED-R X506A and ED-R X506B which was caused by the time restraints in getting the program under way in September, 8,000 flyers were distributed to publicize future mini courses.

c. Administration

The project director and staff have successfully performed their administrative functions but they were handicapped by lack of floor space, furniture and storage facilities. In addition, there was extensive noise in the project director's office because the same small room (normally a "one-man" office) was

shared with the clerical assistant. It was recommended that conversations with the appropriate officials be initiated to try to alleviate the situation.

2. Evidence of internal consistency of elements

After a relatively brief period of time in operation, the teacher training project at California State University, Fullerton has:

a. Identified needs in a variety of ways

b. Implemented these needs in course offerings

c. Provided for continuous evaluation by instructors and staff

In addition, the staff has 1) invited comments and suggestions by inside and outside sources and 2) utilized the assistance of an advisory committee in policy deliberations.

Overall, the project is functioning effectively. Comments and suggestions for improvement have been brought to the attention of the project director and several modifications have already been made in the program.

CHAPTER III

THE TEACHER TRAINING PROGRAM IN ADULT BASIC EDUCATION

A. Description of the program implemented

In the previous chapter a description of the overall design and initiation of the project was given, together with a general assessment of the overall program. In the present chapter, attention will focus on the components of the program which were actually implemented. In order to cope with the training needs which were identified and presented in Chapter II, the faculty committee in ABE formulated sets of specific competencies in consultation with teachers and administrators who were currently responsible for conducting ABE programs. The competencies served as the objectives of instruction within each course. The more basic competencies were included within a set of core courses consisting of 15 units, while others were allocated to the group of elective courses. Descriptions and analyses of the several courses will be presented by year and by semester in which they were offered.

The several sets of competencies, the course descriptions, and the elements within each course that were designed to promote growth toward the appropriate competencies are given below. More intensive analysis will be made of the core courses because of their greater allocation of units of credit and hours of instruction. The courses offered during the fall semester of 1975 will be presented and examined first.

ADULT BASIC EDUCATION PROJECT

CORE COURSES

ED-R 592 - PRINCIPLES AND METHODS OF ADULT BASIC EDUCATION (3 units)

Learning principles related to adults; analysis of various methods and techniques in teaching basic education courses to adults; utilizing resources available to the teacher of adult basic education.

The student will:

A. Demonstrate his ability to explain the basic psychological laws affecting the adult learner.

B. Demonstrate that he can identify the characteristics of the adult learner.

C. Demonstrate his ability to analyze the strengths and limitations of various methods and techniques in teaching basic education courses to adults.

D. Demonstrate his knowledge of professional organizations and resources available to the teacher of ABE.

Topics included in course:

1.	Overview, Competency Quiz	October 1
2.	Base-Line Inventory, Instructional Strategies	October 8
3.	Nature of the Adult Learner	October 15
4.	Adult Basic Education Curriculum	October 22
5.	Research Literature and Philosophy	November 5
6.	Program Development	November 12
7.	Professional Organizations	November 19
8.	Psychological Principles	December 3

Other course components:

9. References

References in the text are chosen by committees of three persons. They are responsible for surveying the materials for one session and provide at the previous session such textual references as are needed for study by other students.

10. Materials

Text: Materials and Methods in Adult Education, Klevins

Subsidiary Text: Teaching the Culturally Disadvantaged, Lanning and Many

11. Practices

Students are to organize short teaching segments to be presented utilizing several teaching methods. These will be presented on the following schedule.

October 15	1 - 4
October 22	5 - 9
October 29	10 - 14
November 12	15 - 19
November 19	20 - 24
December 3	25 - 29

12. Resource person

November 5, guest lecturer, Mr. Chester Klevins, presentation of the material scheduled for that evening.

ANALYSIS:

In order to clarify and demonstrate how the elements of the course, ED-R 592 are inter-related, information concerning its goals, content, and procedures, including topics for observation and other course components, are presented succinctly below in Chart A. An examination of this chart indicates that for each competency that is identified as a course objective, there are one or more topics and other course components that are devoted to its potential accomplishment.

CHART A

Competency	Topics	Other Course Components
A	8, 1	9, 10, 11
B	3, 5, 1	9, 10, 11, 12
C	2, 4, 6, 1	9, 10, 11, 12
D	4, 5, 1	9, 10, 11

ED-R 592A - TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS (3 units)

Methods and materials for teaching English to adult speakers of other languages; construction of teaching units and lesson plans; reading and writing in ESL; evaluation techniques, and resources. Includes instruction in Manpower ESL.

The student will:

A. Demonstrate that he can describe the English sound and syntactical system as it relates to the adult learner with an ESL background.

B. Demonstrate that he can assess, plan, implement and evaluate a program designed to meet the needs of the adult ESL student.

C. Demonstrate the ability to identify, select and evaluate resource authors, texts, and periodicals in the ESL field.

Topics included in course:

1.	Orientation/Course information and requirements Bibliography, professional organizations, journals Understanding the adult ESL student Constructing the Lesson Plan	October 4
2.	Opening the ESL lesson Hearing and producing the sound system Guest lecturer: Dr. J. Kimaithe	October 18
3.	Presenting new material (hearing and speaking) Manpower ESL	October 25
4.	Presenting new material (hearing and speaking) Reading and writing in ESL Manpower ESL	November 1
5.	Evaluation in ESL Textbooks, audio-visual aids (Observation report due)	November 22
6.	Supplementary materials in ESL Guest lecturer: Dr. Harry Huls, San Diego State (Conference report due)	December 6
7.	Closing the ESL lesson Final examination (Book report due)	December 13

Other course components:

8. Suggested readings

9. Group activity and drill work

10. Book Report

11. Observation Report

12. Attendance at professional conferences

a. Orange County Reading Association Disneyland Convention Center Anaheim, California	October 11
b. California Reading Association Fresno Convention Center Fresno, California	November 6,7,8
c. California Council For Adult Education (Southern Section) Foothills Adult Education Center El Cajon, California	November 7,8,9
d. California Association of Teachers of English to Speakers of Other Languages California State University, Long Beach Long Beach, California	November 7,8,9
e. California Council For Adult Education (South Coast Section) Holiday Inn Ventura, California	November 14,15,16

13. Resource persons

Dr. Jacqueline Kiraithe	October 18
Dr. Harry Huls	December 6

ANALYSIS:

Pertinent information concerning the inter-relationship of elements within course ED-R 592A is given succinctly in Chart B. An examination of Chart B reveals that for each competency that is identified as a course objective, there are one or more topics and other course components that are devoted to its potential accomplishment.

CHART B

Competency	Topics	Other Course Components
A	2, 1	8, 9, 12, 13
B	1, 3, 4, 5, 7	8, 10, 11
C	5, 6	8, 12, 13

Two elective courses were also offered during the fall semester of 1975: ED-R X506A and ED-R X506C. The elements of the ED-R X506A course are given below (ED-R X506C will be discussed later). The course is designed to focus on a single competency; and hence the inter-relationship of course elements is evident.

ELECTIVE COURSES

ED-R X506A - MATERIALS AND TECHNIQUES IN TEACHING CONSUMER EDUCATION TO ADULTS (1 unit)

Helping the adult to handle money wisely, to evaluate advertising and claims made for products, to avoid legal traps, and to know his legal rights as a consumer and as a citizen.

The student will:

Demonstrate that he can develop methods and experiences for adults which will explain family money management, related to his rights as a consumer and as a citizen.

Topics included in course:

1. Orientation
2. Consumer Protection
3. Marketing
4. Money Management - Introduction
5. Credit
6. Specific Consumer Areas - Introduction
7. Family Health and Safety

Other Course components:

8. Selected readings, Consumer Education materials
9. Student presentations
10. Demonstrations
11. Small group work
12. Resource: Guest speaker
13. Activity, evaluate consumer information sources
14. Develop plan for a Consumer Education course

During the Intersession, 1976, three elective courses were offered: ED-R X506F, ED-R X506B and ED-R X506C. The elements of each course are given below. Since each course is designed to focus on a single competency, the inter-relationship of course elements is evident.

ED-R X506F - LEADERSHIP SKILLS AND GROUP DYNAMICS FOR THE ADULTS (1 unit)

Survey and practice of group interaction and roles in problem-solving; influence of values and body language in communication; and development of techniques to improve leadership skills, as related to teaching adults.

The student will:

Demonstrate that he can identify, implement, and evaluate techniques for teaching group dynamics and leadership skills to ABE students.

Topics included in course:

1. Group Dynamics
2. Roles of Group Members
3. Steps in Group Problem-Solving
4. Leadership
5. Values
6. Body Language

Other course components:

7. Reading in selected references

8. Instructor prepared materials

9. Audio-visual materials

10. Group discussion

11. Simulation activity

12. Small group work

ED-R X506B - MATERIALS AND TECHNIQUES IN TEACHING COMPUTATIONAL SKILLS TO ADULTS (1 unit)

Methods and materials in assessing the basic computational skills of adults and developing individualized instructional plans for teaching the needed skills in ways which relate them to daily survival and vocational needs.

The student will:

Demonstrate that he can assess the basic computational skills of adults and develop individualized instructional plans for teaching the needed computational skills in ways which relate these skills to daily survival and vocational needs.

Topics included in course:

1. Taxonomies of Computational Knowledge

2. Development of Instructional Materials

3. Strengthening Competencies in Students

4. Self-assessment

Other course components:

5. Practicum

6. Simulated teaching

7. Use of special ABE training materials

ED-R X506C - ESTABLISHING ADULT LEARNING CENTERS (1 unit)

Methods of establishing, operating and evaluating adult multimedia, individualized learning centers; the role of the instructor in individualized adult basic education instruction.

The student will:

Demonstrate that he can establish, operate and evaluate an adult multimedia, individualized learning center.

Topics included in course:

1. Use of Learning Centers and Other Individualized Materials
2. Principles of Individualized Instruction
3. Developing a Learning Center
4. Role of the Teacher in Individualized Instruction
5. The "Learning Packet"
6. For Individualized and Using Learning Centers: Planning Classroom Time
7. Considerations Regarding Purchasing Audio-Visual Equipment

Other course components:

8. Selected readings
9. Field trips
10. Demonstrations
11. Task group development of instructional units
12. Learning Center Activity
13. Resource: Guest speaker

During the Spring semester of 1976, two core courses and four elective courses were offered: ED-R 592B, ED-R 592C, ED-R X506E, ED-R X506H, ED-R X506A and ED-R X506D. The two core courses will be presented and analyzed in detail, while the elements of the elective courses will be presented in outline form. The course ED-R 592B will be discussed first.

CORE COURSES

ED-R 592B - THE ADULT BASIC ED STUDENT - LIFE STYLES AND COPING SKILLS (3 units)

Assessing and planning instruction for the unique needs of the linguistically and/or culturally different adult; developing instructional materials related to his life styles and coping skills; assisting the adult basic ed student in developing techniques and resources needed for growth.

The student will:

A. Demonstrate that he can assess and plan instruction based on the unique needs of the linguistically different, culturally different and/or the economically disadvantaged student.

B. Demonstrate that he can adapt and develop appropriate instructional materials related to the life style and coping skills of the individual ABE student.

C. Demonstrate the ability to assess ABE students in self-analysis appropriate to his life styles and coping skills and in development with the student of techniques and resources needed for growth.

D. Demonstrate that he can design evaluation procedures needed to show individual growth and progress development.

Topics included in course:

1. Needs and Life Styles of Linguistically-Culturally Different Students

2. Coping Skills Relevant to those Needs and Life Styles

3. Orientation of Content Course to those Needs and Life Styles

4. Resources

5. Techniques

6. Adaptation and Development of Instructional Materials

7. Evaluation and Ongoing Improvement of Techniques and Materials

Other course components:

8. Textbook material: Teaching Survival Skills in Adult Basic Education, Camper

9. Attendance at Reading Institute "Game Day" to assess potential use of techniques with adults. (2/28/76)

10. Attendance at CCAE Convention, North Hollywood. (3/13/76)

11. Resource: Larry Fidler, Project Director, Literacy Volunteers of America

ANALYSIS:

Pertinent information concerning the inter-relationship of elements within

course ED-R 592B is given succinctly in Chart C. An examination of Chart C reveals that for each competency that is identified as a course objective, there are one or more topics and other course components that are devoted to its potential accomplishment.

CHART C

Competency	Topics	Other Course Components
A	1, 2, 3, 5	8, 9, 10, 11
B	2, 4, 6	8, 9, 10, 11
C	1, 4, 5, 7	8, 10
D	7	8, 10, 11

ED-R 592C - TEACHING READING TO THE ABE STUDENT (3 units)

Analysis of the causes of reading problems in the adult basic education student; assessment, diagnosis and prescription of the reading needs of adults; analysis of current research in the field of teaching reading to adults.

The student will:

A. Demonstrate that he can analyze and describe the causes of adult reading problems.

B. Demonstrate that he can assess, diagnose, and prescribe the reading needs of adults at the basic, functional and developmental levels.

C. Demonstrate the ability to evaluate, select and organize facilities, materials and equipment in an individualized reading program for adults.

D. Demonstrate knowledge of resource authors, texts, periodicals and professional organizations in the field of teaching reading to adults.

Topics included in course:

1. Etiology of Reading Problems of the ABE Student

2. Diagnosis and Prescription

3. Assessment

4. Evaluation of Current Methods of Teaching Reading to the ABE Student

   a. Characteristics of Various Reading Programs

   b. Strengths and Limitations of Each

5. Individualized Reading Programs: Curriculum Materials, Audio-visual Equipment, Programmed Materials, Facilities

6. Research Techniques

   a. Recognizing Authors, Texts, and Journals

   b. Using Resources for Professional Growth

Other course components:

7. Textbook material: Strategies in Adult Basic Education, Mangano

8. Research and presentation of an oral report (individual or group) on a topic selected form the course curriculum.

9. Attendance at one or more of eight possible professional conferences recommended by the instructor.

10. Presentation of a written summary of the sessions attended for at least one conference.

11. Guest speakers

    Robert Ehlers, State Department of Education

    Dr. Jo Ellyn Taylor, Project PEARL, San Francisco

ANALYSIS:

Pertinent information concerning the inter-relationship of elements within course ED-R 592C is given succinctly in Chart D. An examination of Chart D reveals that for each competency that is identified as a course objective, there are one or more topics and other course components that are devoted to its potential accomplishment.

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CHART D

Competency	Topics	Other Course Components
A	1, 6	7, 8, 9
B	2, 6	7, 8, 9, 11
C	3, 4, 5, 6	7, 8, 9, 11
D	4, 5, 6	7, 8, 9

Four elective courses were also offered during the Spring semester of 1976. One of the courses, ED-R X506A, has already been presented. The elements of each of the three courses that have not yet been previously described are given below. Each course is designed to focus on a single competency; and hence the inter-relationship of course elements is evident.

ED-R X506E - RESEARCH IN ABE (1 unit)

Participation in seminars related to student and/or instructor-sponsored research in ABE; designing and conducting research projects; interpreting and evaluating current research in ABE.

The student will:

Demonstrate his ability to interpret current research in ABE and design and conduct a research project related to current trends and projected research needs.

Topics included in course:

1. Discussion of Student and/or Instructor Sponsored Research
2. Research Methodology
3. Research Project Proposal
4. Participation in Research Projects
5. Presentation of Progress Reports
6. Evaluation of Research Activities and Plans for Follow-up

ED-R X506H - ADULT BASIC EDUCATION TRAINING INSTITUTE: UTILIZING PERFORMANCE OBJECTIVES (1 unit)

Utilizing performance objectives in teaching adults: using an instructional sequence; writing program objectives; selecting methods and materials for achieving objectives; developing and following a course outline; and use of pre and post tests to demonstrate achievement.

The student will:

Demonstrate competency in utilizing performance objectives in teaching adults.

Topics included in course:

1. Development of an Instructional Sequence, and Utilizing Same.
2. Development of Program Objectives which are Measurable.
3. Selection of Methods and Materials to Aid in the Achievement of the Purpose and Objectives.
4. Developing and Following a Course Outline and Lesson Plan.
5. Evaluating Improvement by Pre and Post Testing.

ED-R X506D - TEACHING READING TO EXCEPTIONAL ADULTS (1 unit)

Understanding the unique problems of ABE learning disabled and physically handicapped students; assessing, diagnosing and prescribing for the reading needs of these persons, using appropriate techniques.

The student will:

Demonstrate that he understands the unique problems of ABE physically and mentally handicapped students and that he can assess, diagnose and prescribe for the reading needs of these persons using appropriate techniques.

Topics included in course:

1. The Characteristics of Exceptional Adult Students
   a. Learning Disabled
   b. Physically Handicapped
2. Learning Operation
3. Diagnostic Instruments
4. Learning Styles
5. Reading Methods

6. Commercial Materials

7. Materials Development

During the Summer Session of 1976, the final set of courses were offered: the core course, ED-R 592D and three electives, ED-R 506K, ED-R 506G, and ED-R X506J. The core course will be presented and analyzed in detail.

ED-R 592D - FIELDWORK IN ADULT BASIC EDUCATION (3 units)

Fieldwork in assessing, diagnosing, planning and implementing a program for adults in reading, ESL or computational skills; designing and implementing inservice procedures in adult basic education.

The student will:

A. Demonstrate that he can synthesize the knowledge, training and experience from the core courses in this program and develop further professional expertise by using them effectively in a fieldwork situation.

B. Demonstrate that he can design, implement and evaluate inservice procedures related to the various groups affected by and affecting his program, such as students, aides, teachers and administrators.

C. Demonstrate that he can understand and interpret the format and individual components of an ABE project proposal.

Topics included in course:

1. Orientation to Field Site

2. Assignment to Instruction

3. Assessment: Strengths and Limitations of the Learner(s)

4. Designing an Instructional Sequence

5. Instruction in the Specific Field

6. Professional Log-writing of Observations and Experiences

7. Designing Inservice Programs

8. Implementation of Inservice Programs

9. Evaluation

Other course components:

10. Textbook materials: Last Gamble on Education, Mezirow, et. al. Tests of Functional Adult Literacy, Northwest Regional Education Laboratory

11. Completion of a daily log of fieldwork experiences, including a summary evaluation

12. Presentation of an inservice plan or grant proposal

13. Evaluations of inservice plans and grant proposals

14. Guest speakers: Marianne Woods, CSUF, Proposal Writing
Thomas Johnson, Administrator, La Puente Valley Adult School

ANALYSIS:

Pertinent information concerning the inter-relationship of course elements with course ED-R 592D is given succinctly in Chart E. An examination of Chart E reveals that for each competency that is identified as a course objective, there are one or more topics and other course components that are devoted to its potential accomplishment.

CHART E

Competency	Topics	Other Course Components
A	1, 2, 3, 4, 5, 6	10, 11, 12
B	4, 5, 7, 8, 9	10, 11, 12
C		13, 14

ED-R X506K - ADULT BASIC EDUCATION TRAINING INSTITUTE FOR ADMINISTRATORS AND COUNSELORS (1 unit)

An institute for administrators, counselors, and teachers of adult basic education; utilizing exemplary practices in administering ABE; counseling the ABE student; financing the ABE program. Speakers and discussion leaders from the State Department of Education and community ABE centers.

The student will:

Demonstrate that he can identify exemplary practices in administering ABE, evaluate counseling techniques for the ABE student, and establish criteria for financing the ABE program.

Topics included in course:

1. Exemplary Programs
   a. Developing Criteria for Developing Exemplary Practices
   b. Identifying Exemplary and Promising Practices in ABE
   c. Validating Practices Considered Exemplary
   d. Establishing a System of Dissemination of Such Practices
2. Counseling the ABE Student
   a. Establishing Criteria for Evaluating Counseling Techniques in ABE
   b. The Role of the ABE Counselor
   c. Special Problems
3. Financing the ABE Program
   a. Understanding Legislation Affecting Financing of ABE
   b. Action-oriented Administration of ABE Programs

Other course components:

4. Speakers: Dr. Roger Axford, "Professionalization in Adult Education"
   "Current Issues in Adult Education"
   John Camper, "Exemplary Programs in ABE"
   Dr. Robert Calvo, "Current Issues in Financing Adult Education and the Implications for ABE"
5. Panel Discussion: Robert Bieggar, Mando Perez, Lupe Simpson, "Counseling in Adult Basic Education"
6. Reaction Groups, Discussion with the Experts

ED-R X506G - MATERIALS AND TECHNIQUES IN TEACHING GED (1 unit)

Identifying, selecting and evaluating materials used to prepare adults for the General Education Development test; fieldwork in utilizing competencies gained in the course.

The student will:

Demonstrate that he can identify, select and evaluate materials used to prepare adults for the General Education Development Test.

Topics included in course:

1. The GED Examination and its Sub-sections
2. Resources for GED
   a. Performance Resources
   b. Cognitive Resources
3. Student Evaluations
   a. Norms
   b. Self-rating Scales
4. Student Self Instruction: test booklets, study labs, brush-up sessions

ED-R X506J - BILINGUAL TEACHING IN ABE (1 unit)

Assessing the linguistic competencies of the bilingual adult learner in his native language; understanding the background factors related to his basic educational needs; and implementing a program of teaching which is based on his existing linguistic and academic competencies.

The student will:

Demonstrate that he understands the background factors related to the basic educational needs of the bilingual adult learner and that he can implement a program of teaching that will meet those needs.

Topics included in course:

1. Assessing the Linguistic Competencies of the Bilingual Adult Learner in his Native Language
2. Understanding the Background Factors Related to his Basic Educational Needs
3. Developing a Program of Instruction Based on the Linguistic and Academic Competencies of the Bilingual Learner

Other course components:

4. Written Project on Special Topics

B. Assessment of Program Elements: First Cycle of Evaluation

In the previous section of this chapter, a description was given of the program components which were actually implemented. Whereas section A answered in detail the question, "What teacher training program was created", the next section will seek to determine how well the program functioned in reaching its goals. Judgments will be made about how well the course objectives (or competencies) were linked to the broad goals of the program and how well the course activities were linked to the competencies. In addition, judgments about the quality of the program elements will also be made. Finally, some statistical data will also be presented, although a full statistical analysis will be reserved for presentation and discussion in Chapter IV.

During the Fall Semester of 1975, the following courses were taught:

ED-R 592 - Principles and Methods of ABE
ED-R 592A - Teaching English as a Second Language to Adults
ED-R X506A - Materials and Techniques in Teaching Consumer Education to Adults
ED-R X506C - Establishing Adult Learning Centers

The first cycle of the evaluation process is focused principally upon these courses which were taught during the fall time period. It was anticipated that information generated during this first examination of the program would serve as a basis for further program modification during the Spring Semester.

Judgments about the internal consistency of program elements will be presented first. In addition to the descriptions of courses given in the previous part of this chapter, Section A, analyses were also made of the two core courses, ED-R 592 and ED-R 592A. The purpose of the analyses was to discern the extent to which program goals, course competencies, and

course content were adequately inter-related. On the basis of evidence derived from examining the outlines developed by the instructors, one may judge that each course is indeed a viable instructional medium.

The internal consistency of program elements, and their quality, may also be examined from the point of view of the students who actually participated in the courses. At the termination of each course an evaluation form was completed by participants. The form described the broad goals of the project and also listed the competencies which each course was designed to achieve. Four questions were asked and participants were expected to check a given response and then provide an appropriate explanation. In this manner both the direction of response, positive or negative, and the individual's rationale would be supplied. A talley of responses is given below in Chart F. A copy of the form is found in the appendix.

An examination of Chart F reveals that for both courses, and for each question, the students' responses were overwhelmingly in the affirmative. They report that the competencies were logically linked to the course goals, and the instructional components and evaluation procedures were well suited to promoting growth toward achievement of the competencies. Virtually all participants indicated that they were able to implement in their respective classroom information, skills, and materials and procedures which they had derived from these courses.

A wealth of anecdotal data was derived from the written statements which students also provided as a rationale for their decisions. It is not feasible to quantify this information, but the tone of these responses was extremely positive and very enthusiastic about the quality of the general program elements. In addition many potentially helpful and useful suggestions

were offered for possible course improvement. Negative comments were rare. Although only a few students did not put their names on these evaluation forms, it did not appear that their comments were less positive than those who did. The rather large volume of information supplied by students appeared to be genuinely offered to their instructors as approbation for their efforts.

CHART F

Perception by Students of the Internal Consistency of Elements. Tally of responses by course.

1. Are the course competencies related to the broad goals of the project?

ED-R 592	Yes 24	No 1	No response or unclear 0
ED-R 592A	Yes 23	No 1	No response or unclear 0

2. Was the instruction related to the competencies

ED-R 592	Yes 19	No 3	No response or unclear 2
ED-R 592A	Yes 24	No 0	No response or unclear 0

3. Were the evaluation procedures used in the course related to the competencies and goals of the program?

ED-R 592	Yes 21	No 2	No response or unclear 2
ED-R 592A	Yes 21	No 2	No response or unclear 1

4. In your teaching, have you been able to implement the instruction that you received in this course?

ED-R 592	Yes 20	No 1	No response or unclear 3
ED-R 592A	Yes 22	No 0	No response or unclear 2

In order to obtain baseline data concerning the level of accomplishment of the participants in the ABE program at the time of their entrance into the beginning courses, students were asked to complete a self-assessment instrument. The items on the instrument consisted of the sets of competencies identified by the staff, and for each item, the participant was asked to rate his level of ability on the following five point scale:

Not Competent ——— 1 2 3 4 5 ——— Highly Competent

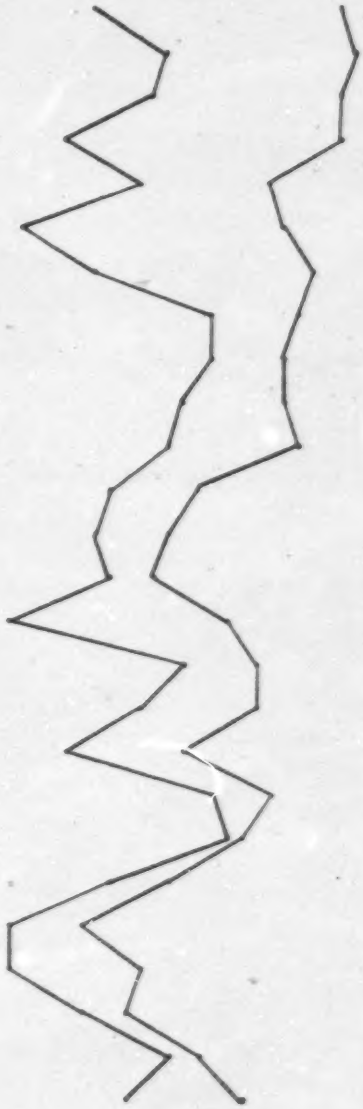
At the end of the fall semester when students completed the two core courses, ED-R 592 and ED-R 592A, the participants again assessed their own level of accomplishment on each item. The results are depicted in Chart G. A copy of the instrument is presented in the appendix.

The two courses, ED-R 592 and ED-R 592A, include as objectives the sets of competencies one to four and five through seven, respectively. If participation in these courses has an effect on student learning, it would be expected that the average self-assessment rating in December would be greater than the average self-assessment rating in October. An examination of Chart G reveals that substantial average gains for competencies one through seven did indeed take place.

CHART G

ABE Participant Self-Assessment of Competencies October 1, and December 10, 1975

Competency Number	Pre-assessment Mean	1.....2.....3.....4.....5	Post-assessment Mean
1	2.6		4.3
2	3.1		4.4
3	3.0		4.3
4	2.4		4.3
5	2.9		3.8
6	2.1		3.9
7	2.6		4.1
8	3.4		4.0
9	3.4		3.9
10	3.2		3.9
11	3.1		4.0
12	2.7		3.3
13	2.6		3.1
14	2.7		3.0
15	2.0		3.5
16	3.2		3.7
17	2.9		3.7
18	2.4		3.2
19	3.4		3.8
20	3.5		3.6
21	2.7		3.1
22	2.0		2.5
23	2.0		2.9
24	2.5		2.8
25	3.1		3.3
26	2.8		3.6
Mean of means	2.77		Mean of means 3.61



At the beginning of the first two core courses, ED-R 592 and ED-R 592A, participants were also pretested to obtain baseline data which would later be compared with posttests to discern the amount of information gained during the course. A fifty item objective type examination was administered in the course ED-R 592. The average scores and standard deviation on the pre and posttests are given below.

ED-R 592	Pretest	Posttest
Mean	36.1	36.3
Standard Deviation	3.3	3.3

These data reveal that as a group, the participants did not make substantial gains on the posttests. The standard deviation indicates that on both the pretest and the posttest the dispersion of scores was equal, and scores clustered closely about the mean.

The instructor of this course also made an item analysis of the difficulty levels of the pretest items. For the 27 participants who took the test, it is necessary that fourteen subjects fail an item in order that it might fall clearly into the category of being one of the more difficult items (less that 50 percent correct). A tally of the number of wrong responses to each item reveals that of the fifty items included in the test, only 8 items fall into the category of having less than fifty percent correct responses, although several closely approximate the 50 percent level. Since these results are based on analysis of the pretest items only, one must assume that one reason for the lack of gain in average scores on the posttest may be the relatively large number of easy items on the pretest which caused an inflated beginning average score. The instructor is to be commended for his detailed item analysis procedure, and it is suggested that either an alternative instrument be utilized for evaluating the progress of

students in future offerings of this course, or the present instrument be revised, particularly since information presented previously in Charts F and G indicate that participants have indeed derived much benefit from this course.

In the course ED-R 592A, an essay type examination was given to test students' ability to apply concepts and skills to particular situations. The average scores and standared deviations on the pre and posttests are given below.

ED-R 592A	Pretest	Posttest
Mean	29.6	88.9
Standard Deviation	26.4	8.2

These data reveal that the participants made substantial gains in average scores on the posttest, and gains were consistent across all items. The standard deviations indicate that the students' scores were dispersed over a wide range on the pretests, but on the posttests the scores clustered much more closely about the mean. In view of the substantial increment in the posttest mean, this result indicates that the group as a whole made large gains, rather than just a few individuals.

In order to make an objective appraisal of participants' attitudes toward particular educational experiences that are provided, a general attitude scale was administered periodically. (The use of this scale will be further explained in Chapter IV; a copy of the instrument is given in the appendix.) The 20 item attitude scale was administered to participants in the courses ED-R 592 and ED-R 592A to discern their reactions to resource persons who took part in the instructional program. Scores on the scale range from 1.13, highly favorable attitude to 10.89, highly unfavorable attitude.

The average scores given by participants to six resource persons are presented below in order of rank from favorable to unfavorable. On the scale of approximately one to eleven, a score of six represents the transition point from the more favorable to the more negative reactions to the experience. Five of the six resource persons fall into the more favorable category. It is therefore suggested that the Project Director consider these results in integrating resource persons into the succeeding courses offered in this program.

Rank	Average Scores
1	2.78
2	3.41
3	3.68
4	4.12
5	4.55
6	7.46

During the winter intersession of 1976, the elective course ED-R X506F was evaluated. The instructor asked students to rate three categories of course effects: knowledge and skill, enthusiasm for the field, and worth of the course to the individual, both personally and professionally. The ratings are given on a nine point scale from 1 to 9, where one is the lowest rating, nine is the highest and the median rating is 5. The mean ratings by the total class are given below.

	N	Mean Before	Mean After
Prior knowledge or skill	33	3.6	6.9
Enthusiasm for the field	33	5.6	8.1
Value, personally	33		7.6
Value, professionally	33		7.9

The mean ratings reveal that after taking this course the participants, as a group, report increased knowledge and skill, as well as a greater enthusiasm for the field of group dynamics. Their attitude about the worth of the course personally and professionally was very positive. This positive attitude was also expressed in the helpful suggestions for improvement and the extensive written comments that were included on the evaluation sheets. It is apparent from the comments which were expressed that the size of the class may be too large for this type of course and the period of time allocated to instruction may be too short. Consideration should be given to making appropriate changes.

FIRST CYCLE OF EVALUATION: SUMMARY OF ASSESSMENT OF PROGRAM ELEMENTS

Within Chapter III the elements of the ABE project which were designed and implemented have been described, and particular attention was given to the core courses. It was expected that the evaluation procedures would provide information about aspects of the courses which could lead to subsequent revision and improvement of the on-going program as well as evidence of possible course effects on learning outcomes. Both kinds of information have been presented at appropriate points in the chapter. In addition, the evaluation process has spawned a wealth of information from students, which includes specific suggestions for improvement. Since suggestions may be difficult to implement and since reactions from student to student may sometimes conflict, it remains for the individual instructor or the staff as a whole, to sift through this information and weigh the reactions and suggestions. In the light of their expert knowledge and experience, and with concern for the total situation, members of the staff may then formulate appropriate modifications.

The descriptive data which have been presented, the evidence concerning the internal consistency of the program and the statistical and qualitative data can only lead to the judgment that 1) a program of high quality has been designed and 2) the courses which have been implemented and evaluated have been successful in promoting considerable growth toward the designated course competencies. Within a relatively short period of time the project staff has constructed and implemented a viable and innovative instructional program; its members are to be commended for their diligence and creativity.

C. Assessment of Program Elements: Second Cycle of Evaluation

In two previous parts of this chapter, Sections A and B, descriptions were given of the program components which were developed and assessments were made of the courses which were taught as of the data of the Interim Report which was submitted on January 15, 1976. Section C of Chapter III will be concerned with an assessment of the remaining courses which were offered during 1976. In addition to the descriptions of the three core courses, ED-R 592B, ED-R 592C, and ED-R 592D, which have already been presented in Section A, the reader may recall that more intensive analyses were also made and discussed. The purpose of the analyses was to discern the extent to which program goals, course competencies, and course content were adequately interrelated within these three courses. On the basis of evidence derived from the examination of the three course outlines prepared by the instructors, the validity and viability of each of these courses as instructional media are clearly established.

At the end of each of the courses an evaluation form was also completed by the students in order to ascertain the internal consistency of course elements as perceived by students. This information is given in Chart H. An examination of this chart reveals that for each of the courses, ED-R 592B and ED-R 592C, and for each question within these courses the students' responses were overwhelmingly in the affirmative. Students report that the competencies were logically linked tc the course goals, and the instructional components and evaluation procedures were well suited to promoting growth toward achievement of the competencies. Virtually all participants indicated that they were able to implement in their respective classrooms the information, skills and materials which they had derived from these courses.

CHART H

Perception by Students of the Internal Consistency of Elements. Talley of responses by course.

1. Are the course competencies related to the broad goals of the project?

ED-R 592B	Yes 23	No 0	No response or unclear 0
ED-R 592C	Yes 23	No 0	No response or unclear 0
ED-R 592D	Yes 18	No 2	No response or unclear 1

2. Was the instruction related to the competencies?

ED-R 592B	Yes 23	No 0	No response or unclear 0
ED-R 592C	Yes 21	No 1	No response or unclear 1
ED-R 592D	Yes 15	No 6	No response or unclear

3. Were the evaluation procedures used in the course related to the competencies and goals of the program?

ED-R 592B	Yes 22	No 1	No response or unclear 0
ED-R 592C	Yes 21	No 0	No response or unclear 2
ED-R 592D	Yes 17	No 1	No response or unclear 3

4. In your teaching, have you been able to implement the instruction that you received in this course?

ED-R 592B	Yes 23	No 0	No response or unclear 0
ED-R 592C	Yes 19	No 0	No response or unclear 3
ED-R 592D	Yes 10	No 8	No response or unclear 3

A considerable amount of anecdotal data was also provided by students as a rationale for their statements. It is not possible to quantify this information but as was true in the first cycle of evaluation, the tone of the responses was positive and continued to be very enthusiastic. Unfortunately on many of the evaluations in ED-R 592B and ED-R 592C student responses

were not anonymous. While it may appear to be in order to interpret this information with some caution, the overwhelming enthusiasm shown for these courses is indicative of sincere support. In addition these evaluations are consistent with two additional assessments of the instructor and of the course which were made separately and anonymously. Additional statistical information about these courses will be presented in Chapter IV.

It does not appear that participant responses were coerced. Students had been notified that they need not put their names on the evaluation sheets if they did not want to. The names on the sheets merely served to aid in identifying those individuals whose evaluations were not yet submitted. It is recommended, however, that future evaluations follow the standard practice of anonymity of response.

Chart H also includes information concerning the internal consistency of elements of the course ED-R 592D, Fieldwork in Adult Basic Education. For this course the majority of student responses for each question are also quite positive, but there are sufficient non-positive and unclear responses to suggest that some attention should be devoted to discussing areas of needed change. Most fieldwork courses involving outside agencies present vexing problems because the university has little control over the many variables and interactions involved in the field experience. Hence considerable coordination of effort may be required. There is no doubt that the observations of the instructors of this course combined with some of the relevant anecdotal information supplied by the participants in their evaluations could help reduce some of the difficulties encountered by a few students.

In addition to the analyses of courses and the assessment based upon student perceptions of courses, expert judgments were made by "outside" observers based upon visitation of classes, discussions with participants and visits with the project staff. As a result of the first cycle of evaluation, the two observers prepared a report consisting of a set of general comments, concerns, and specific recommendations for improvement.* The intent of the report was to provide suggestions for improvement which could be introduced immediately into the program and thus increase the effectiveness of the project.

Based upon their later observations during the spring and summer of 1976 the observers report that their suggestions were indeed utilized in modifying the program. Edited excerpts from their report dated September 17, 1976 are given below.

Item	Disposition
1. The candidate selection process and procedures.	1. From review and discussion it was determined that the selection procedures as previously recommended did consider geographic area, expressed needs and implications of future application by candidates. These were incorporated in 1976-77.
2. The facilities and equipment.	2. The previous recommendations to provide permanent classrooms with availability of teaching equipment were identified as having been met for 1976-77.
3. Review of initial course outlines to clarify objectives.	3. This was completed.
4. Review of the program design to determine if internship of candidates could be provided during the Fall or Spring terms.	4. This determination is pending from study and experience during 1976-77.

*A copy of this report is on file at the project office.

5. The question of whether optional intern activities (in lieu of teaching) is possible or appropriate.	5. This determination is pending from study and experience during 1976-77.
6. Consideration of the "two track" system-Basic Subjects and ESL.	6. The present project design allows for experiences in both and/or emphasis in one of the areas. No change is deemed necessary.

Within each course the instructors themselves have been making changes as the course progressed based upon both formal and informal periodic assessments. End of course assessments were also made for the pupose of improving future courses. The following set of notes concerning ED-R 592C is illustrative of the evaluation of courses, although most improvements were made without written notification to the evaluator.

Students' Prior Knowledge of the Subject Matter

On the pretest administered to the 25 students, there was indication that the students were very limited in their knowledge of teaching reading to adults. From their pretest scores, from comments they made on the pretest, from a preliminary survey of their needs, and from conferences with the students early in the semester, we were able to confirm their limited lack of knowledge in this area. It was also evident that their need for this course was dire. In view of this, a decision was made to modify the second year sequence of core courses, offering ED-R 592C (Teaching Reading to the ABE Student) in the fall semester and ED-R 592A (Teaching ESL to Adults) in the spring.

Course Content

The content of the course was designed to meet the needs of the participants. Wherever possible high priority was given the topics stressed as needed most by the students and as early as possible in the course. The course outline was, therefore, developed to cover the many areas included in the four competencies for the course.

Texts

There was no available text in the field. I therefore used a short book edited by Joseph Mangano and published by I.R.A., supplemented by readings from journals, books and handouts written or adapted by the instructor. There is a great need for a good text in this field. The instructor has consulted with other professors of adult education regarding the possibility of publishing a text on teaching reading to adults.

Activities

Based on feedback from our first semester core classes, we used limited lecture and considerable student reports on selected or assigned topics. This method was very effective because it involved the students totally. It lent itself to discussion and further research. The instructor augmented the seminar topics with resource materials, audio-visual presentation, mini lectures and handouts.

Mid-semester Evaluation

For this class I used the mid-semester evaluation form devised by the evaluator. I found it acceptable in generating feedback from the participants. Little modification was indicated but where it was possible changes were made.

Guest Speakers

There were several guest speakers invited to speak on relevant topics. The speakers came well informed and all were rated rather high on the attitude scales. We plan to use some of the same resource people again, as well as others.

Length of Class

The class was held in 10 sessions of 4 hours each. This, however, was hardly sufficient time for the covering of the course content. It was necessary to add an extra class meeting for the final exam and evaluation. There was surprisingly little objection on the part of the participants.

Note: Two students withdrew from both Spring semester courses and from the program due to medical and personal problems which made it impossible for them to keep up their coursework.

SECOND CYCLE OF EVALUATION: SUMMARY OF ASSESSMENT OF PROGRAM ELEMENTS

During the second cycle of evaluation, elements of the ABE Project which were implemented during 1976 have been described and assessed. The descriptive data which have been presented, the statistical evidence concerning the internal consistency of the program, and the comments from students lead to the judgment that the high quality of the program has not only been maintained but has even improved. At appropriate points in the analysis and discussion of courses the evaluators have made recommendations which the staff may wish to consider.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA RELATED TO OUTCOMES

Whereas in Chapter III, attention was devoted primarily to description and assessment of the program which was actually implemented, the present chapter will focus on presentation and analysis of data to discern growth toward objectives. Since standardized tests were not available, instruments were either developed locally or acquired from other persons who are interested in training adult basic educators. These instruments are listed below:

1. Assessment of Competencies, a survey checklist to acquire the participants' a) perception of his own needs b) report of the percentage of competencies (the participant's needs) met by the program.

2. Course tests, instruments developed by instructors for use in their respective courses.

3. General Attitude Toward _____, a survey checklist to acquire the opinions of participants concerning the relative worth of particular educational experiences.

In addition, the staff provided judgments about the number and percentage of participants who met the criterion level of performance.

Within section B of Chapter III an analysis was made of the participants' self-assessment of competencies in adult basic education as of the date of pre-assessment on October 1, 1975 and the end of the semester in December. This information was presented in Chart G. The baseline data obtained in October, 1975 may also serve as a basis for making comparisons of students' accomplishments at the end of the program in the summer of 1976. If participation in the ABE program has an effect on student learning, it would be expected that for each of the several competencies, the average self-assessment rating in August, 1976 would be greater than the average self-assessment rating

in October, 1975. The pertinent information is presented as Chart I. An examination of Chart I reveals that average gains for all competencies did indeed take place. On a five point scale, a rating of three is average. It can be observed in Chart I that for the pre-assessment, the average group rating was below three on sixteen of the twenty-six competencies. On the remaining ten competencies, there were no group average ratings above three point five (3.5). On the post assessment in August, 1976, the average in the ratings for each competency were all above three. Twenty-three of the averages were above four. According to the self reports or the group as a whole, substantial improvement has taken place.

There were, of course, individual differences within the groups in the degree of improvement which occurred with respect to each competency. The staff may wish to examine the data more closely to try to detect any individual course or demographic characteristics which may be associated with the low growth segments of a few profiles. In addition, the staff may wish to examine more closely the several competencies for which the group averages on the post assessment were at or below 4.04. These are numbered, respectively, 13, 18, 21, 22, 23, 24, 25 and 26. On virtually all of these competencies, the beginning averages are very low. With regard to those competencies for which the gains were small the staff may wish to discuss possible implications and take appropriate action.

CHART I

ABE Participant Self-Assessment of Competencies October, 1975 and August, 1976

Competency Number	Pre-assessment Mean	1.....2.....3.....4.....5	Post-assessment Mean
1	2.6		4.69
2	3.1		4.91
3	3.0		4.60
4	2.4		4.60
5	2.9		4.09
6	2.1		4.30
7	2.6		4.39
8	3.4		4.49
9	3.4		4.87
10	3.2		4.60
11	3.1		4.35
12	2.7		4.50
13	2.6		4.04
14	2.7		4.35
15	2.0		4.26
16	3.2		4.43
17	2.9		4.69
18	2.4		3.91
19	3.4		4.69
20	3.5		4.39
21	2.7		4.04
22	2.0		3.17
23	2.0		3.74
24	2.5		4.01
25	3.1		3.87
26	2.8		4.00
Mean of means	2.77		Mean of means 4.31

For virtually all of the courses that were offered, the participants had an opportunity to indicate their individual perceptions of the contribution of a given course to their own growth by completing a short rating scale. For each of four categories of response there is a nine point scale on which a rating of five is average. At the end of the course the participants recollected and checked their position on a scale at the beginning of the class and at the end of the class with respect to the categories, Prior Knowledge or Skill and Enthusiasm for the Field. In addition, the participants checked their perception of the value of the course personally and professionally.

The averages for the group in each category of responses are presented in Table 1. In order to facilitate comparisons and interpretations the group averages are ranked from high to low in Table 2. The purpose of the rankings is not to compare one course with another but to provide information about individual courses which should be looked at more closely. In addition, this information might be used in interpreting other course data. For example, columns 4 and 8 of Table 2 show that the course ED-R 592D obtained the lowest rankings for average growth, respectively, on knowledge or skill and in enthusiasm for the field. But for both of these categories the course ranked first at the pre-entry level. The relatively high level at which participants believe they entered this course may partially explain their relatively low rankings of the course both personally and professionally. Further, this information may shed some light on their attitudes toward the internal consistency of this and other courses which are described in Section C of Chapter III.

The group averages in Table 1 also show that the students feel that each of the courses was of value personally and professionally and contributed to growth in knowledge or skill and enthusiasm for the field. With regard to

knowledge or skill, the average pre-entry ratings for all courses but ED-R 592D, was below the average rating of five. For all courses the end of course averages in ratings was above five. As might be expected with regard to enthusiasm for the field, the average pre-entry ratings for all courses were at or above the average rating of five, but nevertheless, growth in enthusiasm was reported for each course. With respect to the value of each course personally and professionally, the average ratings for each course was above the average rating of five. On the basis of the information which is presented above, it must be concluded that the students believe that the courses were successful in contributing to their growth in all of the categories under consideration.

TABLE 1

Participants' Perception of Course Contributions to Growth

	Number	Mean Before	Mean After	Change
Prior Knowledge Or Skill				
Core Courses				
ED-R 592	23	4.1	6.2	2.1
ED-R 592A	26	3.6	6.8	3.2
ED-R 592B	23	3.8	7.8	4.0
ED-R 592C	23	3.7	7.6	3.7
ED-R 592D	23	6.5	7.8	1.3
Mini Courses				
*ED-R X506A				
ED-R X506B	22	4.8	6.7	1.9
ED-R X506C	29	4.5	7.7	3.2
ED-R X506D	16	3.9	6.2	2.3
ED-R X506E	11	3.6	7.5	3.9
ED-R X506F	33	3.6	6.9	3.3
ED-R X506G	9	4.2	7.0	2.8
ED-R X506H	34	3.9	7.0	3.1
**ED-R X506J				
**ED-R X506K				
Enthusiasm For The Field				
Core Courses				
ED-R 592	23	6.5	7.0	0.5
ED-R 592A	26	5.0	7.0	2.0
ED-R 592B	23	5.7	8.7	3.0
ED-R 592C	23	5.6	8.3	2.7
ED-R 592D	23	7.1	7.8	0.7

*Not available
**Special evaluation to be discussed separately

TABLE 1 CONTINUED

	Number	Mean Before	Mean After	Change
Mini Courses				
*ED-R X506A				
ED-R X506B	22	6.2	7.4	1.2
ED-R X506C	29	5.8	8.3	2.5
ED-R X506D	16	5.7	7.3	1.6
ED-R X506E	11	5.4	7.9	2.5
ED-R X506F	33	5.6	8.1	2.5
ED-R X506G	9	6.3	8.2	1.9
ED-R X506H	34	6.2	7.5	1.3
**ED-R X506J				
**ED-R X506K				

Value of Course	Number	Personally	Professionally
Core Courses			
ED-R 592	23	5.3	7.0
ED-R 592A	26	7.0	7.5
ED-R 592B	23	8.3	8.9
ED-R 592C	23	8.3	8.4
ED-R 592D	23	6.6	6.5
Mini Courses			
*ED-R X506A			
ED-R X506B	22	7.5	7.7
ED-R X506C	29	8.0	8.4
ED-R X506D	16	7.5	7.2
ED-R X506E	11	8.4	7.6
ED-R X506F	33	7.6	7.9
ED-R X506G	9	7.9	8.0
ED-R X506H	34	5.6	7.0
**ED-R X506J			
**ED-R X506K			

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*Not available
**Special evaluation to be discussed separately

Participants' Perception of Course Contributions to Growth, Rank Order of Courses and Group Averages.

Knowledge or Skill				Enthusiasm For The Field				Value Of Course			
Average At Course Entry		Average Growth		Average At Course Entry		Average Growth		Personally		Professionally	
1	2	3	4	5	6	7	8	9	10	11	12
592D	6.5	592B	4.0	592D	7.1	592B	3.0	506E	8.4	592B	8.9
506B	4.8	506E	3.9	592	6.5	592C	2.7	592B	8.3	592C	8.4
506C	4.5	592C	3.7	506G	6.3	506C	2.5	592C	8.3	506C	8.4
506G	4.2	506F	3.3	506B	6.2	506E	2.5	506C	8.0	506G	8.0
592	4.1	592A	3.2	506H	6.2	506F	2.5	506G	7.9	506F	7.9
506D	3.9	506C	3.2	506C	5.8	592A	2.0	506F	7.6	506B	7.7
506H	3.9	506H	3.1	592B	5.7	506G	1.9	506B	7.5	506E	7.6
592B	3.8	506G	2.8	506D	5.7	506D	1.6	506D	7.5	592A	7.5
592C	3.7	506D	2.3	592C	5.6	506H	1.3	592A	7.0	506D	7.2
592A	3.6	592	2.1	506F	5.6	506B	1.2	592D	6.6	592	7.0
506E	3.6	506B	1.9	506E	5.4	592D	0.7	506H	5.6	506H	7.0
506F	3.6	592D	1.3	592A	5.0	592	0.5	592	5.3	592D	6.5

The analysis in the two previous sections of this chapter are concerned with the growth of students in the competency and in the relative contributions of the respective courses to growth as perceived by the participants themselves. The next section will be concerned with student growth as measured by pretests and posttests.

At the beginning session of each of four core courses participants were pretested to obtain baseline data which could later be compared with posttests to provide information about the amount of growth which took place.* These data are presented in Table 3. An analysis of Table 3 reveals that for three of the four core courses, ED-R 592A, ED-R 592B and ED-R 592C, the participants made substantial gains in average scores on the posttests. The standard deviations indicate that the students' scores were dispersed over a wide range on the pretests, but on the posttests the scores clustered much more closely about the mean. In view of the substantial increments in the posttest means and the decrease in size of the standard deviations, these results indicate that within each course the group as a whole made large gains, rather than just a few individuals. The apparent lack of growth in course ED-R 592 is probably due to deficiencies in the testing instrument. The reader may wish to review a discussion of this problem in Section B of Chapter III.

*Pretests were not appropriate for ED-R 592D.

TABLE 3

Average Scores and Standard Deviations on Pretests and Posttests in Designated Courses.

Core Courses	Pretest		Posttest		
	Mean	Standard Deviation	Mean	Standard Deviation	Change
ED-R 592	36.1	3.3	36.3	3.3	00.2
ED-R 592A	29.6	26.4	88.9	8.2	59.3
ED-R 592B	39.8	13.8	96.2	2.9	56.4
ED-R 592C	25.4	14.0	92.3	7.7	66.9

In part B of Chapter III, an attitude scale was presented which seeks to discern participants' attitudes toward particular educational experiences that are provided. In the interim report the use of this scale was devoted primarily to the assessment of resource persons who were involved in the instructional program. The theory upon which this scale is based will be discussed next, and a presentation of the results derived from a broader application of the scale will follow.

In order to make an objective appraisal of the total program a general instrument is needed which does not depend primarily upon specific reactions to single aspects of an educational activity. A more general assessment instrument may permit comparisons to be made between two or more different types of activities when content and process may vary and, in addition, give an objective measure of the total program. Therefore, the instrument needs to measure elements common to any educational activity.* One common element is the general attitude of the participant at the conclusion of an organized educational experience. The attitude scale should measure the reaction of a total group to an organized educational activity in order to assess its success from the viewpoint of its participants. However, since the groups may vary in composition and since the scales are administered to participants at different time periods during the course of the program that is being evaluated, minor differences in average scores and rankings should be interpreted cautiously particularly since the nature of the content does indeed vary from one activity to the next.

* Such an instrument was scientifically developed at Florida State University, Tallahassee, by professors Russell A. Kropp and Coolie Verner who generously provided the writer with a copy.

The average scores given by participants to the several core and mini courses are presented in Table 4 in order of rank. The lowest score represents the most favorable reaction. On a scale of approximately one to eleven, a score of six, the median value, represents the transition point from the more favorable to the more negative reactions to the experience. It may be observed in Table 4 that all of the core courses and all of the mini courses fall into the more favorable category.

TABLE 4

Rank and Average Scores from Surveys of General Attitude Toward Educational Experiences: Designated Courses

Rank	Core Courses	Average Scores
1	ED-R 592B	2.61
2	ED-R 592C	3.06
3	ED-R 592A	3.08
4	ED-R 592	3.99
	Mini Courses	
1	ED-R 506C	2.99
2	ED-R 506D	3.43
3	ED-R 506G	3.63
4	ED-R 506B	3.89
5	ED-R 506H	4.39

The relatively high mean score value given to all of these courses seems to be indicative of highly positive feelings among participants toward the kinds of experiences which they have been given and is an indication of the worth of these experiences to them, personally and professionally.

The average scores given by participants to resource persons and other educational experiences are presented in Table 5. The order of rank again is from the more favorable to the more negative with a score of six representing the transitional point to the more negative reactions. It can be observed that thirteen of the fourteen experiences fall into the favorable category. This is an exceptionally fine record. The students as a group seem to find much merit in the educational experiences. The educational experience which ranks fourteenth has already been deleted from the program.

TABLE 5

Rank and Average Ratings from Surveys of General Attitude Toward Educational Experiences: All Other Non-course Categories.

Rank	*Experience	Average Rating
1	1	2.78
2	G	2.90
3	C	3.01
4	H	3.20
5	E	3.25
6	2	3.41
7	B	3.54
8	F	3.62
9	3	3.68
10	A	3.82
11	D	3.92
12	4	4.12
13	5	4.55
14	6	7.46

*Most of the educational experiences involved resource persons whose names are being held in confidence.

Two courses which were offered have not been previously analyzed or discussed, ED-R X506J and ED-R X506K. For the course ED-R X506J, very little information is available upon which to base an evaluation beyond the course outline and a few written comments by four students. The course outline is comprehensive and the student remarks are positive. However, it is suggested that in future offerings the instructor of this course provide the same type of evaluation data that is characteristic of the other courses. If this procedure is followed, the course can be observed and assessed as part of the total program.

The course ED-R X506K is a special course with a unique format that is open to a broad range of participants with diverse backgrounds. Considerable evaluative data is available for this course which leads to the judgment that it was quite successful in achieving its objectives. All resource persons were rated highly by the participants. Since this is a course with a unique format, it is recommended that future offerings continue to be evaluated using the same general procedures. One evaluation form, however, may need some minor changes.

One of the objectives of the ABE project is stated as a criterion to be achieved: Having received training in this program, the participant will demonstrate that he has found the program personally and professionally valuable in at least 80% of the catagories listed on the program evaluation form. The reader will recall from the previous discussion in Chapter III of Chart G that there are 26 competencies to be achieved. On the pre and post assessments, the participants were asked to rate their achievement of each competency on a five point scale. A rating of 1 is low, 5 is high, and 3 is an average rating. It is judged that the program is perceived by the students as personally and professionally valuable if on the post assessment he gives himself

a rating of 3 or higher on the given competency.

The number and percentage of participants who attain the 80% criterion performance level is given in Table 6. To achieve this level of success a self-rating of 3 or above on 21 competencies must be given by each student. Twenty-two students or 96 percent rated themselves as having achieved twenty-one competencies. One student did not. In view of the preponderance of participants who achieved the performance level, it is judged that the program achieved this criterion.

TABLE 6

The Number and Percentage of Participants Who Attained the Criterion Performance Level of Success on Program Competencies (Self-report).

	Number	Percentage
Attained 80% or more of Program Competencies	22	96
Attained less than 80% of Program Competencies	1	4
Total	23	100

The second objective of the ABE project which was stated as a criterion to be achieved anticipated that the project participants would demonstrate competence on at least 80% of the program obejctives as judged by the instructional staff. Since specific competencies were involved in each course, the instructors were asked to judge each student's performance with respect to the number of competencies which were achieved. Because there were 26 competencies in all, a student attained the criterion if he achieved twenty-one.

The number and percentage of participants who attained the 80% criterion of performance are given in Table 7. To achieve this level of success 21 or more competencies must be attained by participants. Sixty-five percent of the students (15) were rated as having achieved twenty-one competencies. Thirty-five percent (8) did not. The preponderance of participants achieved the established performance level but the percentage of the group that did not was approximately one third of the total group. This result reflects the fact that not all participants took all of the elective courses, therefore they did not have the opportunity to demonstrate to the faculty their competence in particular areas. Nevertheless, the staff is challenged to improve on attainment of this objective during the second year of the operation of the project.

TABLE 7

The Number and Percentage of Participants Who Attained the Criterion Performance Level of Success on Program Competencies (Instructors' Reports).

	Number	Percentage
Attained 80% or more of Program Competencies	15	65
Attained less than 80% of Program Competencies	8	35
Total	23	100

In many projects that are evaluated there are often certain concomitant unanticipated effects that go unnoticed because they were not planned for as program objectives. One concomitant side effect of the current project which has been observed is the degree of professionalism which has been exhibited by the participants. While it was indeed an objective of the project to elevate the degree of professionalism among participants as Adult Basic Educators, it was probably not expected that the participants would thereafter perceive themselves in the professional role of trainers of Adult Basic Education teachers. But such an effect has occurred! In answer to a request for information about how the current group might help in the training of the group of future participants, 19 of the 21 participants responded to this question. Of the 19 who responded, 18 suggested ways in which they might serve, for example, as speakers, demonstrators, consultants, master teachers, or conductors of in-service workshops. The project staff has therefore indicated its willingness to draw upon the talents of the group and the participants have indicated their readiness to perform a professional teacher education role.

(The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.)

APPENDIX TO EVALUATION REPORT

Teacher Training Project in Adult Basic Education

Illustrative Questionnaire - Internal Consistency
Competency Self-Assessment Scale
Attitude Scale
Instructor and Course Evaluation
ED-R X506K Evaluation Form

Teacher Training Project in Adult Basic Education

California State University, Fullerton

COURSE EVALUATION

ED-R 592 Fall Semester 1975

To the student: As a participant in the Teacher Training Project in Adult Basic Education, your help is needed in assessing the course which you have just completed. The project has as its broad goal to "provide teacher training and staff development in methodology of instruction appropriate to the needs of adult basic education students, particularly those with limited English speaking ability and/or from limited economic and social circumstances."

The specific competencies for this course are: The student will be able to:

1. Demonstrate his ability to explain the basic psychological laws affecting the adult learner.
2. Demonstrate that he can identify the characteristics of the adult learner.
3. Demonstrate his ability to analyze the strengths and limitations of various methods and techniques in teaching basic education courses to adults.
4. Demonstrate his knowledge of professional organizations and resources available to the teacher of ABE.

Please respond to the following questions.

1. Are the course competencies related to the broad goals of the project?

   Yes _____ No _____ Please explain.

2. Was the instruction related to the competencies?

   Yes _____ No _____ Please explain.

3. Were the evaluation procedures used in the course related to the competencies and goals of the program?

   Yes _____ No _____ Please explain.

4. In your own teaching, how have you been able to implement the instruction that you have received in this course?

Name _____

CSUF TEACHER TRAINING PROJECT IN ADULT BASIC EDUCATION
Assessment of Competencies

Directions: Please assess your own competencies related to the following objectives in the Teacher Training Project in ABE.

Scale: 1 2 3 4 5
Not Competent _____ Highly Competent

Please be honest in your ranking and specific in your comments.

ED-R 592 Course# _____ Date _____

ED-R 592D Course # _____ Date _____

Objective	Self Assessment (please circle) 1 2 3 4 5	Comment
1. Demonstrate his ability to explain the basic psychological laws affecting the adult learner.	1 2 3 4 5	
2. Demonstrate that he can identify the characteristics of the adult learner.	1 2 3 4 5	
3. Demonstrate his ability to analyze the strengths and limitations of various methods and teachniques in teaching basic education courses to adults.	1 2 3 4 5	
4. Demonstrate his knowledge of professional organizations and resources available to the teacher of ABE.	1 2 3 4 5	
5. Demonstrate that he can describe the English sound and syntactical system as it relates to the adult learner with an ESL background.	1 2 3 4 5	
6. Demonstrate that he can assess, plan, implement, and evaluate a program designed to meet the needs of the adult ESL student.	1 2 3 4 5	

Name _____

Objective	Self Assessment	Comment
7. Demonstrate the ability to identify, select and evaluate resource authors, texts, and periodicals in the ESL field.	1 2 3 4 5	
8. Demonstrate that he can assess and plan instruction based on the unique needs of the linguistically different, culturally different and/or the economically disadvantaged adult.	1 2 3 4 5	
9. Demonstrate that he can adapt and develop appropriate instructional materials related to the life style and coping skills of the individual ABE student.	1 2 3 4 5	
10. Demonstrate the ability to assist the ABE students in self-analysis appropriate to his life styles and coping skills and in development with the student of techniques and resources needed for growth.	1 2 3 4 5	
11. Demonstrate that he can design evaluation procedures needed to show individual growth and progress development.	1 2 3 4 5	
12. Demonstrate that he can analyze and describe the causes of adult reading problems.	1 2 3 4 5	
13. Demonstrate that he can assess, diagnose and prescribe the reading needs of adults at the basic, functional and developmental levels.	1 2 3 4 5	
14. Demonstrate the ability to evaluate, select and organize facilities, materials and equipment in an individualized reading program for adults.	1 2 3 4 5	

Objective	Self Assessment	Comment
15. Demonstrate knowledge of resource authors, texts, periodicals and professional organizations in the field of teaching reading to adults.	1 2 3 4 5	
16. Demonstrate that he can synthesize the knowledge, training and experience from the core courses in this program and develop further professional expertise by using them effectively in a fieldwork situation.	1 2 3 4 5	
17. Demonstrate that he can design, implement and evaluate inservice procedures related to the various groups affected by and affecting his program, such as students, aides, teachers and administrators.	1 2 3 4 5	
18. Demonstrate that he can understand and interpret the format and individual components of an ABE project proposal.	1 2 3 4 5	
19. Demonstrate that he can develop methods and experiences for adults which will explain family money management, related to his rights as a consumer and as a citizen.	1 2 3 4 5	
20. Demonstrate that he can assess the basic computational skills of adults and develop individualized instructional plans for teaching the needed computational skills in ways which relate these skills to daily survival and vocational needs.	1 2 3 4 5	
21. Demonstrate that he can establish, operate and evaluate an adult multimedia, individualized learning center.	1 2 3 4 5	

Name _____

Objective	Self Assessment	Comment
22. Demonstrate that he understands the unique problems of ABE physically and mentally handicapped students and that he can assess, diagnose and prescribe for the reading needs of these persons using appropriate techniques.	1 2 3 4 5	
23. Demonstrate his ability to interpret current research in ABE and design and conduct a research project related to current trends and projected research needs.	1 2 3 4 5	
24. Demonstrate that he can identify, implement, and evaluate techniques for teaching group dynamics and leadership skills to ABE students.	1 2 3 4 5	
25. Demonstrate that he can identify, select, and evaluate materials used to prepare adults for the General Education Development test.	1 2 3 4 5	
26. Demonstrate that he understands the background factors related to the basic educational needs of the bilingual adult learner and that he can implement a program of teaching that will meet those needs.	1 2 3 4 5	

GENERAL ATTITUDE TOWARD _____

(Course, activity, or program)

Listed below is a set of 20 statements which may describe your feelings in general toward the experience indicated above. The feeling tone of the statements ranges from the most favorable to the less favorable and most negative reactions.

Read the entire list of 20 items carefully and then check ONLY those statements that describe most accurately your reaction to the TOTAL experience. You may check as many statements as you wish.

NUMBER	ITEM	PLEASE CHECK
1	It was one of the most rewarding experiences I have ever had.	_____
2	Exactly what I wanted.	_____
3	I hope to participate in another one in the near future.	_____
4.	It provided the kind of experience that I can apply to my own situation.	_____
5.	It helped me personally.	_____
6.	It solved some problems for me.	_____
7.	I think it served its purpose.	_____
8.	It had some merits.	_____
9.	It was only fair.	_____
10.	It was neither very good nor very poor.	_____
11.	I was mildly disappointed.	_____
12.	It was not exactly what I needed.	_____
13.	It was too general.	_____
14.	I am not taking any new ideas away.	_____
15.	It didn't hold my interest.	_____
16.	It was much too superficial.	_____
17.	I leave dissatisfied.	_____
18.	It was very poorly planned.	_____
19.	I didn't learn a thing.	_____
20.	It was a complete waste of time.	_____

DIVISION OF SPECIAL PROGRAMS - SCHOOL OF EDUCATION - CALIFORNIA STATE UNIVERSITY

INSTRUCTOR AND COURSE EVALUATION

Instructor's Name_____ Course_____ Date_____
(Please Print)

Please rate the instructor of this course by circling the appropriate number. A rating of 9 is highest, 5 is average, and 1 is lowest.

	Lowest			Average			Highest		
Knowledge of the field	1	2	3	4	5	6	7	8	9
Overall teaching effectiveness	1	2	3	4	5	6	7	8	9
Fairness of instructor's evaluation method	1	2	3	4	5	6	7	8	9

Please rate the course's effect upon the following. Again a rating of 9 is highest, 5 average, and 1 is lowest.

Your knowledge or skill in this field as compared to other fields:

Before taking the course	1	2	3	4	5	6	7	8	9
After taking the course	1	2	3	4	5	6	7	8	9

Your enthusiasm for the field:

Before taking the course	1	2	3	4	5	6	7	8	9
After taking the course	1	2	3	4	5	6	7	8	9

Value of the course to you:

(1) Personally	1	2	3	4	5	6	7	8	9
(2) Professionally	1	2	3	4	5	6	7	8	9

YOU MAY MAKE ADDITIONAL COMMENTS BELOW:

ED-R X506K - ADULT BASIC EDUCATION TRAINING INSTITUTE FOR ADMINISTRATORS, COUNSELORS AND TEACHERS

EVALUATION FORM

This evaluation is to be returned in the attached pre-addressed envelope by June 25th. It is required in order to receive 1 unit of academic credit for the course.

NAME _____ DATE _____

TITLE OR POSITION _____

Please think about what has happened in the weekend institute. Assess its value to you by checking the appropriate column.

	Very Helpful	Fairly Helpful	Not Enough	Already Familiar	Not Worthwhile
Dr. Roger Axford					
Information presented	_____	_____	_____	_____	_____
Handouts	_____	_____	_____	_____	_____
Opportunity for Audience Participation	_____	_____	_____	_____	_____
John Camper					
Information presented	_____	_____	_____	_____	_____
Handouts	_____	_____	_____	_____	_____
Opportunity for Audience Participation	_____	_____	_____	_____	_____
Counseling Panel					
Information presented	_____	_____	_____	_____	_____
Handouts	_____	_____	_____	_____	_____
Opportunity for Audience Participation	_____	_____	_____	_____	_____
Dr. Bob Calvo					
Information presented	_____	_____	_____	_____	_____
Handouts	_____	_____	_____	_____	_____
Opportunity for Audience Participation	_____	_____	_____	_____	_____
Rap Sessions with the Experts					
Information presented	_____	_____	_____	_____	_____
Handouts	_____	_____	_____	_____	_____
Opportunity for Audience Participation	_____	_____	_____	_____	_____

Please complete the following statements, giving thoughtful consideration to your answers.

1. The thing I liked most about the workshop was _____

_____

2. The thing I likedleast about the workshop was _____

_____

3. Many participants _____

_____

4. More people could have _____

_____

5. I would have profited more if _____

_____

6. The speakers were _____

_____

_____

7. Fewer people could have _____

_____

8. A future weekend workshop _____

_____

9. It might have helped if I had _____

_____

10. The coordinator of the workshop _____

_____

Please write an assessment of the session which concerned you most, explaining (1) the stated objectives of the presenter(s), (2) the manner in which the presenter(s) achieved the stated objectives, and (3) whether the session was successful in your opinion (giving specific reasons in your individual case).

(Use other side if necessary)

How has this workshop changed your attitude or behavior? (Example, encouraged you to study or research a topic, do something different in your work.)

CE 008 719

(Use other side if necessary)